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STUDENT REPORT

THE COMMANDANT OF CADETS AND
LEADERSHIP LABORATORY: A HANDBOOK
FOR AFOTC DETACHMENT COMMANDERS

MAJOR R. BRUCE TELFEYAN

84-2560

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requirements for graduation.

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Designed to acquaint new Air Force ROTC Unit Commanders with the on-campus cadet leadership training program. Suitable for use in the AFROTC New Instructor Orientation Program--should also be kept in each AFROTC detachment library. Subjects addressed include the Leadership Laboratory program, the cadet corps organization, the Commandant of Cadets duties, and the role of the Unit Commander in the leadership training process.			

PREFACE

This handbook is designed for you, a new Air Force Reserve Officer Training Corps (AFROTC) Unit Commander. Its purpose is to acquaint you with the AFROTC method of on-campus cadet military leadership training. Its goal is to increase the effectiveness of this training at your detachment. The handbook seeks to achieve this goal by increasing your awareness of four different aspects of the AFROTC program. The first two areas are respectively, the Leadership Laboratory program and the organization known as the Cadet Corps. Next is the Commandant of Cadets (COC)--your subordinate in charge of your detachment's leadership training program. The final area is your role in the entire cadet leadership training process.

The information contained in this handbook is meant to apply to all detachments except for the five AFROTC units which are located at military institutions. These include Detachment 765 (The Citadel), Detachment 805 (Texas A & M University), Detachment 867 (Norwich University), Detachment 875 (Virginia Polytechnic Institute), and Detachment 880 (Virginia Military Institute). While some guidance in this handbook may be useful at these units, be sure to check AFROTC Reg 53-2, paragraph 4-1 for specific requirements which apply to military institutions.

Your author was inspired to write this handbook as the result of four years of alternatively successful, frustrating, and rewarding service as a Commandant of Cadets. He served under two Unit Commanders and observed their widely contrasting approaches toward cadet training. He applied the lessons of those approaches, some of which succeeded and others that didn't work out so well. Then he added in the guidance and suggestions of many officers more experienced in the AFROTC business. The resulting handbook is meant to assist you regardless of your background. If you already have a firm grasp of the AFROTC program, simply skim those areas most familiar to you. If you are unacquainted with most of the program, take time to read the entire handbook. If nothing else, the handbook will provide you with a new perspective of AFROTC on-campus cadet military leadership training.

A word on terminology. Your position is alternatively known as Unit Commander, Detachment Commander, and Professor of Aerospace Studies (PAS). Current AFROTC policy is to use PAS in the university (academic) community, and Unit Commander within the

CONTINUED

military community. Throughout this handbook, your author has taken the liberty of using all three terms interchangeably. Whether he/she is called the PAS, the Detachment Commander, or the Unit Commander, in this handbook they all refer to the commanding officer of an AFROTC detachment.

Many acknowledgements are in order for people who helped make this handbook a reality. Capt Jim Antenen, AFROTC/OTEC, sponsored the project and was always willing to assist no matter how busy he was or how untimely the requests for help. Lt Col John Hamilton, AFROTC/OTE, provided the inspiration for the handbook by fine tuning the author's nebulous ideas. Lt Col John Raymond/ACSC was a patient advisor who provided praise and criticism at the proper times and in the proper amounts. Col Robert Kline, ACSC/CV, and Lt Col (Ret) Art Machado gave useful insight and advice from their experience as past PASs. Capt John Moss (SOS) and Capt Harold Fagan (AFROTC Det 470) provided the same as former and current COCs. Miss Eva Swanson (AFROTC Det 470), with her 33 years of AFROTC experience, put things in perspective and helped the author keep his chin up. Finally, the author's wife, Linda, and children, Bradford and Jennifer, were understanding and supportive from start to finish.

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ABOUT THE AUTHOR

██████████ Major R. Bruce Telfeyan received his undergraduate education with a degree in Mathematics from the University of Kentucky in 1970. Concurrently, he earned his commission through the Air Force ROTC program. He completed an M.S. in Meteorology at Cornell University in 1972.

His first active duty assignment was at the Air Force Global Weather Central at Offutt AFB Nebraska. During his seven years there he served in a wide variety of positions. These included work as a computer systems analyst, experience as a centralized terminal aerodrome forecaster, and finally, duty as a chief of a forecast applications team. In 1979, he was reassigned to Air Force ROTC Detachment 470 at the University of Nebraska at Omaha. During the next four years he taught the Aerospace Studies 300 course (Air Force Leadership and Management) while also serving as the Commandant of Cadets. During the summers of 1981 and 1982, he gained further experience in cadet military leadership training as a Flight Training Officer at the Lackland AFB AFROTC Field Training Unit. After completing his AFROTC duties, he reported to his present assignment as a student at Air Command and Staff College. He is currently slated to assume command of Detachment 12 of the 26th Weather Squadron, Plattsburgh AFB New York, in June 1984.

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Chapter One - WELCOME TO CADET MILITARY LEADERSHIP TRAINING: AN OVERVIEW

YOUR JOB AS A UNIT COMMANDER

Each of you comes into Air Force Reserve Officer Training Corps (AFROTC) with different concepts of the program: what it is like, how it should be run, and what you are going to do to make it better. Your beliefs about the program are similarly derived from a variety of sources. Some of you were AFROTC cadets yourself, while others of you have varying expectations based largely on recollections of your own commissioning program. Surely you have spoken with others who have been assigned in AFROTC, and no doubt you have received conflicting advice as to just what you should expect and how you can prepare yourself.

The conflicting information you have received is not without sound logic. Air Force ROTC is a diverse organization and every one of the 143 detachments is a distinct entity. Don't be misled. Each detachment supports the same mission and objectives as spelled out in Air Force Regulation 45-48. The difference results from the fact that every AFROTC detachment exists within certain conditions and constraints unique to each host college or university. Every detachment must meet the objectives and satisfy the mission in a slightly different way determined in large part by the special circumstances existing on each campus.

--Some Important Differences

This "uniqueness" leads to the need for this handbook. Your job in AFROTC is going to be very different from any other job you have held in the Air Force. You will be physically separated from your support base. In addition to serving as a detachment commander with a military superior, you will also head a university department with a civilian chain-of-command. Most likely your staff will be small in number--perhaps four officers and three NCOs, but often less. As required by regulation, you will serve as an instructor for one of the AFROTC courses. (2:3-1) You will have to satisfy all the military requirements that go hand-in-hand with the supervision and administration of a detachment. However, you will also have to represent the Air Force in the university and civilian community, and try to recruit the kinds and quantities of students to satisfy Air Force needs. Indeed, one in-depth study of the Professor of Aerospace Studies (PAS) position found nine functional areas of concern with a total of fifty-six tasks. These tasks ranged the full spectrum from standard Air Force activities like "prepare OERs and AFRs on subordinates" to more specialized requirements such as "advise parents on child's progress in the AFROTC program" and "participate in university civilian committee and faculty meetings." (6:101-105)

MISSION AND OBJECTIVES

As diverse as these tasks are, they all support the mission and objectives of AFROTC. Specifically,

the mission is to recruit, educate, and commission officer candidates who meet Air Force standards through a college campus program in response to Air Force requirements. (1:4)

There are three AFROTC objectives. They are to:

- (1) Recruit, select and retain officer candidates until they meet Air Force standards and are commissioned as second lieutenants in the US Air Force.
- (2) Provide college level education that qualifies cadets for commissioning in the US Air Force.
- (3) Strengthen each cadet's sense of personal integrity, honor, and individual responsibility; enhance knowledge of how the US Air Force serves the national interest; increase understanding of officer professionalism in the US Air Force; develop potential as a leader and manager; and provide an understanding of the fundamental concepts and principles of aerospace studies. (1:4)

WHY IS THIS HANDBOOK NEEDED?

This handbook is concerned with those portions of the third objective of AFROTC that pertain to cadet military leadership training. The guidance contained in this handbook is needed, and will be useful to you for four primary reasons.

(1) The vast scope of PAS responsibilities, which were touched upon in the preceeding few paragraphs, often leave little time for concern over the day by day details of cadet military leadership training.

(2) This leadership training is one of the most vital elements of the AFROTC mission.

(3) Improperly directed concerns or actions by the PAS, while founded on the very best intentions, may sometimes undermine or diminish the benefits which cadets can derive from the corps training program.

(4) Misunderstandings, broken down communications, or a preference for differing approaches often exist between a PAS and a Commandant of Cadets (COC). This guide will hopefully establish a common knowledge base between these two important positions. This should cause their actions and interactions to better complement each other and result in a payoff of more effective and meaningful cadet military leadership training.

--The Bottom Line

Simply put, here is the bottom line justification for this handbook. You, as a PAS, want the best military training program possible for your cadets. However, you are so busy as the detachment commander and PAS that you must rely on your

staff, primarily your Commandant of Cadets, in order to make this goal a reality. In order to properly delegate, you need to have a basic understanding of the philosophy, organization, goals, and methods of training used in the cadet military leadership training program. This handbook is designed to provide you this fundamental but vital information.

--Goal of the Handbook

The end result that everyone in the AFROTC program wants to achieve is to produce better prepared and higher quality second lieutenants. This handbook's goal is to contribute to that effort specifically by improving your detachment's military leadership training program. If this guide can promote more common ground between you and your COC, and increase the dialogue and understanding you have of each other's philosophies of cadet training, then you, your cadets, your detachment, and ultimately the Air Force can only come out winners.

--What This Handbook Is...

Five fundamental qualities have been incorporated in order to make this handbook more effective. First, brevity has been kept in the forefront. It is designed to be short enough so that you, a busy PAS, will have time to read it. At the same time, it is all-inclusive enough to be useful. Second, it will acquaint you with the important AFROTC-wide standards of corps training. These are basic, "useful to know about" standards that you could look up in the regulations, but they are spelled out here in a more handy manner. Third, the handbook points out areas that should be of special concern to the PAS. These are the items that demand your attention. Next, the handbook categorizes the areas that you normally will not need to be closely involved with. These are the activities that can and should be delegated. Failure to delegate them, in fact, may undermine or deny cadets important leadership training opportunities. Finally, the handbook is a compilation of the ideas of many people experienced in AFROTC, from the perspective of both the PAS and the COC. They have explained those areas they wish they had better understood (or wish their PAS had been aware of) with respect to corps training when they were assigned to AFROTC. Of course, times change; the factors, constraints, and the environment you face are different from those your predecessors handled. Still, the way you deal with the present situation at your detachment, when enhanced by their experienced opinions, will only make you a more effective commander.

--...And What This Handbook Is Not

--This handbook is not the primary guide your COC should use. There is a much more lengthy, detailed handbook for the Commandant of Cadets which this guide could never replace.

--This handbook is not an inspection guide. AFROTC does a good job updating and providing self-inspection guides to detachments. Do not substitute this handbook for these guides. If ever in doubt, start out by checking the primary source

(usually the governing regulation).

CONTENTS OF THE HANDBOOK

This handbook consists of two main parts, each containing three chapters. The first part gives a very broad view of AFROTC Cadet Corps Training. It includes a review of the Leadership Laboratory Program itself, a study of the structure and functions of the Cadet Corps system, and the basic responsibilities and functions of the Commandant of Cadets. The second part concentrates on the role of the PAS in military leadership training. It highlights things the PAS is required to do with respect to corps training. It provides some philosophy regarding the working relationship between the PAS and COC. Finally, it ends with some additional guidance for the PAS from the broad area of cadet leadership training.

SUMMARY

Now you have some feeling of the need for this handbook, and how the handbook can help you and your detachment. You have seen the goal of the handbook, reviewed how it may serve you, and noted what it is not designed to accomplish. Finally, you were introduced to the contents of this guide. We are now ready to start learning about cadet military leadership training.

PART ONE - A BROAD BRUSH VIEW OF AFROTC ON-CAMPUS MILITARY LEADERSHIP TRAINING

Chapter Two - THE LEADERSHIP LABORATORY PROGRAM

Leadership Laboratory is the formal program used by AFROTC for conducting on-campus military leadership training. Each cadet is required to receive 30 hours of laboratory instruction per academic year, so a full four year cadet will get 120 hours of laboratory instruction. This is one-third of the total number of contact hours in the four-year AFROTC college curriculum.

If you went through AFROTC before 1972, you probably associate one activity with Leadership Laboratory--drill and ceremonies. As you will see when we cover the laboratory subject matter later in this chapter, drill practice is now just one aspect of the total lab program. However, many features of Leadership Laboratory go on today in much the same way as they did 30 years ago. Lab day is still the one day each week when all cadets normally wear their AFROTC uniform. It also remains the primary means through which cadets have an opportunity to develop and polish their leadership and management techniques. Leadership Laboratory is a vital program that directly supports the mission and objectives of AFROTC. With the recent and necessary emphasis within the Air Force on our need for versatile and dynamic leadership, as opposed to routine management, the lab program seems quite appropriate. Programs like "Project Warrior" and the concern we all must share on spending Air Force dollars wisely (e.g. Air Training Command and AFROTC concerns about high undergraduate flying training washout rates) serve to further emphasize the necessity of Leadership Laboratory.

LEADERSHIP LABORATORY GOALS

In Air Force ROTC Regulation 53-2, the Senior Program Curriculum, you will find specific Leadership Laboratory course goals for each of the Aerospace Studies (AS) years. As you read through the goals, notice how they advance up the first three levels of the cognitive domain. While AS 100 cadets are mainly focused on knowledge level material, AS 200 cadets are more involved with comprehension level goals. Professional Officer Course (POC) cadets (AS 300 and AS 400) spend most of their time on application level laboratory goals. General Military Course (GMC) cadets (AS 100 and 200) are involved in "initial military experiences," while POC cadets progress into more advanced situations. They build upon and sharpen the basic knowledge they mastered in the GMC.

LEADERSHIP LABORATORY SUBJECT MATTER

Suggested subject matter for the laboratory lessons is contained in AFROTC Reg 53-2 and specific lesson plans are contained in Volume II of The Commandant of Cadets' Handbook. While certain subject matter must be covered each year, detachments are permitted wide latitude in how they go about satisfying each of the course goals. First, we will review the subject matter and the suggested lessons for GMC cadets.

--GMC Curriculum

The GMC laboratory subject matter is broken down into the following five areas:

(1) "Air Force as a Career" is a series of roughly six lessons where cadets receive basic information about advancing through the AFROTC program and various Air Force career opportunities and requirements. (4:5)

(2) "Customs and Courtesies" includes three hours of training on wear of the uniform, the rank structure, grooming and physical conditioning standards, and some customs and courtesies which are part of our Air Force tradition. (4:5)

(3) "Drill and Ceremonies" is tied to AFM 50-14 and is designed to help cadets develop confidence, poise, pride, loyalty, and group cohesiveness. This activity receives greater emphasis than any other facet of the GMC Laboratory curriculum. In fact, for the entire two-year GMC program, 29 of the 60 total contact hours are set aside for drill training. (4:6)

(4) "Environment of an Air Force Officer," with five hours of suggested instruction, teaches cadets about the environment in which an Air Force officer functions. They learn about the role of our bases, how the base functions as a community, and how aircraft influence base requirements. (4:6)

(5) "Preparation for Field Training" is generally limited to AS 200 cadets who are likely to advance to the POC. This preparation should not exceed five hours of class time. It is primarily concerned with the administrative aspects of Field Training, as well as explaining the ground rules of the program. Any time spent on drill and ceremonies should only be along the lines of refresher practice. (4:6)

--FOC Curriculum

These more advanced cadets are (hopefully) ready to build upon the basic knowledge and skills they learned as GMC cadets. Their subject matter is broken down into the following three areas:

(1) "Leadership and Management" is the first area of study. FOC cadets are the leaders and managers of the laboratory program. Planning and executing the weekly laboratory activities constitute their primary opportunity to learn leadership through "hands-on" experiences. Not only must they handle the GMC laboratory activities, they also must prepare some required POC lessons. These include subjects like "Health Awareness", "Educational Delay", "AFIT", and "Air Force

Specialty Classification." (4:7)

(2) "Advanced Leadership Experiences" include many "less traditional" leadership exercises for POC cadets. These may involve activities like planning a base visit, publishing a cadet newsletter, assisting with detachment recruiting, counseling or tutoring GMC cadets, or working with local scouting and explorer units. These activities vary greatly from detachment to detachment depending in large part on the opportunities available both on campus and in the neighboring civilian community. Needless to say, there is much room for innovation with these activities. (4:7-8)

(3) The final POC subject area is for AS 400 cadets and has evolved into a formal unit of instruction only since 1980. This is the "Initial Commissioned Service" block of nine separate lessons. The material is basically taught as outlined in The Initial Commissioning Kit of Essential Truths (TICKET) handbook and includes lessons such as "Your Personal Finances", "Fraternization" (see Chapter five), "Preparing for Your First Assignment", and "Base Services and Activities." Many of these lessons must be taught by detachment officers or visiting officers from your support base. (4:8)

LEGITIMACY OF ACTIVITIES

What kinds of activities are proper ones in terms of satisfying the basic requirement of 30 hours of laboratory instruction per year? This is truly a judgment call, but a basic rule of thumb is to consider whether the activity is primarily military in nature. Activities that clearly support the leadership laboratory course goals, such as military briefings, recruiting trips, or planning a dining-in, are quite proper. However, a fund raising activity (say a car wash) to help support cadet social activities should not take up Leadership Laboratory time. Appendix B of The Commandant of Cadets' Handbook lists more than 50 additional leadership activities.

SUMMARY

We have reviewed the Leadership Laboratory program, including its goals, the subject matter normally included in the curriculum, and a quick glance at the issue of legitimate activities. Now, we will shift our attention to the organization responsible for the conduct of Leadership Laboratory--the cadet corps.

Chapter Three - THE CADET CORPS STRUCTURE AND FUNCTIONS

The organization through which all cadet training activities are conducted is the cadet corps. Each detachment's cadet corps is modeled after a standard Air Force unit (either squadron, group, or wing level, depending upon the number of cadets enrolled). The mission of the Cadet Corps is to accomplish the goals of the Leadership Laboratory program. Every cadet is assigned a position in the corps ranging from the commander, through various staff and line jobs, all the way down to the flight members. By carrying out the duties of his/her position, each cadet should accomplish some leadership and management training. More importantly, the activities of each cadet should foster and enhance the opportunities of other cadets to receive meaningful leadership training.

This chapter will highlight the environment in which the corps operates, its organizational structure, some guidelines for cadet personnel actions, and some corps administrative requirements.

THE CADET CORPS ENVIRONMENT

The cadet corps operates primarily on-campus and within certain constraints unique to each college or university. These variable factors include the size and type of classroom facilities and drill areas, whether the student body resides primarily on-campus or commutes, the type of community surrounding the campus, and the proximity of the support base.

--Cadet Activities

The cadet corps focuses its primary attention on the leadership laboratory program. Most of the activities which members of the corps become involved with are concerned with either evaluating the performance in previous laboratory periods, directing or participating in the current laboratory hour, or planning for future laboratory sessions. Some cadet corps activities are tied to the laboratory program to a lesser degree. Examples might include preparing for a base visit, planning a cadet social event, or coordinating between the cadet corps and the Flight Instruction Program Monitor. Of course, some of these activities might not exist, or be useful at your detachment. The amount of time spent on non-laboratory related activities is a function of the enthusiasm and innovativeness of the cadets, the tone set by the detachment staff, and other varying constraints unique to each campus. While some detachments will have a much larger percentage of time and effort directed toward corps activities separate from leadership laboratory than will other detachments, one basic fact remains. The primary concern of the cadet corps is to accomplish military leadership training through the Leadership Laboratory program.

--Role of the GMC Cadets

It is often tempting to view GMC cadets as simply being there to provide leadership opportunities for FOC cadets. This philosophy is explicitly forbidden in AFROTC Reg 53-2. Instead, think of GMC cadets as officer candidates who are simply in an earlier stage of officer education. (2:4.4)

As AS 100 cadets, GMC students will nearly always serve initially as flight members. In addition to learning the basics of military formations and uniform wear, they should learn about the importance of teamwork.

Those cadets who advance to the AS 200 year begin to fill their initial leadership roles. Primarily, they will be teaching basic drill movements, military customs, and uniform wear to freshmen. Some may be selected to serve in staff positions as Cadet NCOs.

Another important aspect of the GMC learning process is the opportunity to voluntarily serve in additional cadet activities. Whether they join the cadet color guard, write stories for the cadet newsletter, help keep the cadet lounge clean, or play intramurals, they can really help generate esprit de corps. Many cadets will find these activities to be both educational and enjoyable. Those cadets who are greatly involved during their GMC years often become the FOC cadets who will make the most significant contributions to, and benefit the most from, the program. Now, let's turn our attention to the role of the AS 300 and AS 400 Cadets.

Role of the FOC Cadets

These are the leaders of the cadet corps. They must hold cadet officer rank and their actions are critical in developing a successful laboratory program. Nearly all of them complete field training before their AS 300 year. Furthermore, the academic portion of their junior year is concerned with Air Force Leadership and Management.

With this background, they assume more challenging positions to develop and sharpen their leadership abilities. As cadet officers they manage the laboratory program. This includes planning and coordinating all the activities and dealing with GMC cadets in the roles of teachers, critiquers, supervisors, and evaluators.

The importance of the FOC leadership laboratory experience should not be underestimated. Combined with a bachelor's degree and completion of the AS 300 and 400 academic coursework, the program should yield us a fully qualified second lieutenant. In other words, realistic and meaningful leadership experiences are vital for FOC cadets.

Except at two year program detachments, most of the FOC

leadership experiences are related to the activities of GMC cadets.

ORGANIZATIONAL REQUIREMENTS

It follows that if effective leadership training is to occur, the cadet corps should be properly organized. Your COC must insure that the structure of the corps is functionally aligned to carry out the leadership laboratory goals. In reviewing the organizational structure of the cadet corps, the COC will keep in mind some policies, principles, and factors which The Commandant of Cadets' Handbook highlights. Let's take a glance at the significant items.

--Policies set the tone for effective leadership training.

(1) Mission Directed refers to the primacy of the Leadership Laboratory mission. The bottom line is that the structure must afford all cadets the opportunity to develop their own potential as leaders.

(2) Standardization means that all cadet organizations should be patterned after organizations within the Air Force.

(3) Functional Organization encourages structural grouping according to the function performed.

(4) Decision Making authority should be delegated down to the level where the required information is available to make proper decisions. These decisions provide many practical leadership experiences for larger numbers of cadets. (4:23)

--Principles of organization provide criteria from management theory to help create a smooth-running organization. These include:

(1) Unity of Command

(2) Span of Control

(3) Delegation of Authority (4:24-25)

--Factors to Consider relate the situation found at your detachment to Leadership Laboratory goal satisfaction. These include:

(1) Numbers of Cadets

(2) Ratio of Cadets (POC to GMC)

(3) Cadet Mission Directive (4:25-27)

CADET PERSONNEL ACTIONS

As in the Air Force, these include the functions of assigning, rotating, evaluating, and promoting cadets. The processes are designed to closely resemble their active duty counterparts. The significant difference is that they occur much more frequently in the cadet world.

--Assignments and Rotation play a decisive role in determining the kinds of leadership experiences each cadet

receives. Ideally, each cadet would serve in a variety of staff and command positions. From a practical standpoint, it requires a conscious effort on the part of the COC. Otherwise, cadets just seem to gravitate into the kinds of positions where they feel most comfortable. Our goal, conversely, is to see that they are challenged with a variety of positions and responsibilities.

Air Force ROTC Reg 53-2 requires that cadets serve in at least two positions per academic year (except for the Arnold Air Society Squadron Commander who may serve a full year). (2:4.8) Most detachments choose a new cadet commander and rotate positions with each new term. Some units rotate as frequently as once a month. Each system has advantages and drawbacks. The regulation permits wide latitude so each detachment may choose the system of rotation best suited to the local environment.

In an ideal situation, a cadet may serve in four cadet officer positions during his FOC tenure (this assumes the host institution is on the semester, not quarter system). In a tri-deputy system, this might equate to serving in a different deputation each of the first three terms, and working directly on the commander's staff the final term. However, changing enrollments force changes in the organizational structure, and it is not always possible to achieve the ideal rotation.

GMC rotations, while involving positions at a lower level, are still subject to the same considerations as for FOC cadets. Since there are often fewer GMC positions available, the more responsible positions must be fairly distributed among the qualified cadets.

--Evaluations are required on every cadet at the end of each corps' rotational period. The evaluations must be written by the cadet's immediate supervisor. All reports must receive COC approval before they are complete. (3:3) The evaluations serve three main purposes. When viewed on a corps-wide basis, they tell how fully the program is meeting its goals. They also measure the growth and development of proper knowledge, skills, and attitudes within each cadet. Finally, they are a tool for teaching cadets how to evaluate effectively.

--Promotions serve to recognize achievements and authority within the cadet corps. Air Force ROTC Reg 53-2 again permits detachments wide latitude in designing cadet promotion systems. It does, however, provide some guidance that must be followed. All GMC cadets must serve in a cadet enlisted grade and FOC cadets will be cadet officers. Also, cadets may not be promoted beyond the maximum authorized grade for their position. (2:4.9-4.10)

Most detachments design separate promotion systems for GMC and FOC cadets. Often, the GMC system bears some resemblance to

active duty enlisted promotions, with promotion exams and cadet evaluations each playing a role in the selection process. FOC promotions are usually more subjective. Many detachments use some form of a cadet promotion board to screen each eligible's records.

Some units have adopted a "spot" promotion system in which cadets assume a rank upon assignment to a new position. No in-place promotions occur in this system, and demotion may be required in the subsequent rotation. With the "spot" promotion system, cadets often end up competing for those positions accompanied by the higher grade authorizations.

Other detachments use a competitive system, based on a comparison of each cadet's performance in specifically stated areas. Competitive promotions come in many varieties: fully qualified, best qualified, with consideration of time-in-grade, or through periodic cycles of varying lengths of time.

Whatever system your detachment uses, it must give all cadets an opportunity to advance. Cadets often feel as strongly about their promotion as active duty people feel about theirs. An inequitable system can undermine a successful laboratory program.

CADET CORPS ADMINISTRATIVE REQUIREMENTS

The administrative functions of the cadet corps support the operational activities of Leadership Laboratory. They also exist to help familiarize cadets with Air Force procedures. Some forms and records typically needed in corps administration include an Operations Plan, an Organizational Chart, a Unit Manning Document, Job Descriptions (for every corps position), Cadet Corps Regulations, Orders (both Operations and Special), attendance records, duty rosters, merit-demerit records (if such a system is used), and Cadet Corps Personnel Records (not to be confused with the detachment's official Cadet Personnel Records). Paragraph 4-16 of AFROTC Reg 53-2 clearly states the unofficial nature of records created by cadets as a part of the internal operations of the cadet corps. (2:4.9-4.11) Clearly, these can be a major challenge for cadets to master. If properly directed, the cadets can learn many valuable lessons for active duty. Along those lines, don't forget the detachment's administrative NCOs. All too often, they are an overlooked source of guidance in these areas.

SUMMARY

You have just completed a tour of the structure and functions of the cadet corps divided into four easy-to-understand main points. Whether you are looking into the roles played by cadets, the promotion systems, the record keeping, or the cadet evaluations, the cadet corps should be designed with two

fundamental purposes in mind. The first of these is to enhance the quality of leadership training for cadets. The second purpose is to portray analogous situations in the Air Force as realistically as possible. Now it's time to turn our attention to the officer primarily responsible for guiding and supervising the cadet corps--the Commandant of Cadets.

Chapter Four - THE COMMANDANT OF CADETS (COC): RESPONSIBILITIES AND FUNCTIONS

The responsibilities of the COC for supporting and guiding Leadership Laboratory are described in a single paragraph of AFROTC Reg 53-2, Chapter 4. It identifies the COC's primary responsibility as providing "the cadet corps with guidance and supervision to ensure accomplishment of Leadership Laboratory goals..." (2:4.2) It goes on to suggest that the COC should "permit cadets wide latitude in planning and participating in the advanced leadership experiences Leadership Laboratory provides." (2:4.2) Those two phrases provide us with the COC's responsibility and a statement of the philosophy underlying the AFROTC approach to leadership training.

This is a good starting off point for understanding what the COC position is all about. This chapter, however, is designed to provide you with slightly more detailed and specific guidance about the COC position. Our plan of attack is to first view the philosophy with which your COC should approach the job. Next, we'll see how the COC and the cadets prepare for each term's Leadership Laboratory program. The chapter concludes with the COC's relationship to some specific segments of the program.

A QUICK LOOK AT PHILOSOPHY

During an Air Training Command (ATC) Management Effectiveness Inspection team visit, there is one question the COC can count on having to address. It is some form of "how do you approach your responsibilities of directing the Leadership Laboratory program?" While many COC's have given an acceptable answer, putting that answer into practice is not always as easy. Let's find out why.

The COC has to walk a fine line in his role of supporting and guiding Leadership Laboratory. The governing regulation directs the COC to ensure the goals are accomplished while at the same time giving the cadets wide latitude in planning and directing the laboratory program. In actual practice, the thrust of these guidelines can often seem contradictory. The actions the COC must take to insure that the goals are satisfied often preclude giving the cadets much freedom to run the show themselves. On the other hand, consider the COC who places too much emphasis on letting the cadets do as they please. He may well look back at the end of the year to find that many of the Leadership Laboratory goals were not met.

The solution is to give the cadets enough guidance so that they will understand the goals they need to satisfy, but not so much guidance that potentially valuable learning opportunities are sacrificed. One of the most effective ways to learn is from our own mistakes. Most cadets are relatively new to military life and they make a corresponding large number of mistakes. As long

as their errors do not decrease the learning opportunities of other cadets, the COC is best advised to let the cadets work out their own problems. When mistakes occur that are of such magnitude that morale suffers, or other cadets lose sight of the real issue at hand, then the COC needs to step in. Otherwise, leadership training will be undermined and the program goals will be neglected.

Even more basic than satisfying the program goals, the COC should consider what will result in effective military leadership training for the largest number of cadets. If COC intervention will spare the University or the Air Force undue embarrassment, then it is called for. At the other extreme, if the cadets actions will do no permanent harm, but only cause them to look back, reflect, and think things through more thoroughly next time, then it's best to leave them alone. Cadets receive greater training dividends if they can learn from their mistakes by realizing how and why they made them. For the COC, knowing when to act is, like many things, a judgment call.

PREPARING FOR A NEW TERM

The work done before the school year begins lays the foundation for the upcoming term's laboratory program. This is when the new leaders of the cadet corps will be working on the operations plan and outlining the next term's Leadership Laboratory curriculum. If this preparatory work is done properly, it can go a long way towards insuring goal accomplishment. Among the many preliminary activities, there are some which are best suited for the detachment staff to carry out, while others may be quite beneficial for the cadets.

--Tasks for the Staff

The preparations which the COC and the detachment staff should handle deal basically with the broader framework and support of the laboratory program. Some will require coordination with host institution officials. Let's review seven important pre-term activities.

(1) Insure that the cadet administrative function has suitable space and equipment. If not, see if more can be obtained.

(2) Make certain that enough Leadership Laboratory supplies are available, including texts, rank insignia, ribbons, etc.

(3) Make arrangements to provide and fit uniforms for cadets.

(4) Arrange for scheduled Leadership Laboratory periods with adequate indoor and outdoor facilities.

(5) Check local guidance for cadets to see if revision is needed.

(6) Become familiar with the laboratory practices of collocated Army and Navy ROTC units (if applicable). Coordinate the use of limited campus facilities and prepare for any jointly

sponsored activities.

(7) Implement methods to insure that Leadership Laboratory course goals will be accomplished during the semester. (4:32-36)

--Activities for the Cadets

Here are some activities which can teach the cadets a great deal about the planning function. The COC should make sure the cadets work on and complete these six tasks.

(1) Establish a system of appointment and rotation of corps members.

(2) Propose assignments for all POC cadets.

(3) Prepare a draft Leadership Laboratory curriculum for the new term.

(4) Review cadet regulations and job descriptions; screen for any necessary revisions.

(5) Propose special projects and events for the new term.

(6) Insure an adequate supply of corps administrative forms are in stock (including evaluation forms, demerit slips, absense forms, etc).

THE COC AND IMPORTANT CORPS FUNCTIONS

While preparation for the next school term can be a vital determinant of success, it is still on the periphery of the actual execution of the laboratory program. In the last chapter we viewed some laboratory functions from the perspective of the Cadet Corps. Now, let's consider how the COC should deal with some selected aspects of the cadet corps.

--The Weekly Leadership Laboratory Periods

These are the end result of all the cadet staff preparations. The COC should play the role of an observer. It is often very tempting to jump in and take charge, but this is usually counterproductive. It serves only to diminish the "hands-on" leadership training which cadets could otherwise receive. An example of this is the temptation the COC may feel to formally address the cadet corps during laboratory. Usually it is best to resist this temptation. A 15 to 20 minute speech will easily undermine a 50 minute laboratory period. In terms of leadership training, it could be argued, of course, that cadets must learn to work around unforeseen events. Nevertheless, they easily have enough challenges. A sudden rainshower on a day when outdoor drill was planned or a burned out projector light bulb are just two examples of events that force them to think on their feet.

--Assignments and Rotation

It is a wonderful learning experience for a cadet corps commander to have to design or refine an organizational structure and staff it with specific cadets. However, the COC must approve or modify the proposed assignments, keeping in mind the importance of insuring that all cadets receive a variety of leadership experiences. Often, the COC will have to deal with

the possibility of favoritism on the part of the cadet corps commander in assigning positions. The COC should keep in mind that cadets need to learn to work productively even with people with whom they may not be good friends. These issues must be discussed with the cadet commander and settled with the best interests of all cadets and their training in mind.

--Evaluations

This final subject probably causes cadets more problems in administrative terms than any other. The fact that the ATC/IG always wants to see the cadet evaluation forms, while certainly motivational, is not the primary reason for COC concern. The evaluation process itself can teach cadets valuable lessons directly applicable to active duty requirements. They have to write reports, coordinate indorsements, counsel subordinates, and meet suspense dates. Unfortunately, they are likely to have trouble with each phase.

Progress of the evaluation system is one item the COC should closely monitor each term. While cadets study APRs and OERs during the AS 300 academics, writing real reports on real subordinates is the best teaching method. If the cadet corps produces substandard quality evaluations, the COC should take firm action to get the reports rewritten. We all want active duty lieutenants who have mastered the basic writing skills. Cadet evaluation reports is one area where the COC can make a real difference.

--Promotions

The preceeding chapter stressed the importance that cadets place upon promotions. Needless to say, but sometimes forgotten, is the fact that cadet promotions should also be a high interest item for the COC. The responsibility for operating the GMC and FOC promotion systems provides cadets with a high powered training device. It begins with devising or revising the systems themselves. Active duty promotion systems (enlisted and officer) are included in the AS 300 academic curriculum. Therefore, the AS 400 cadets leading the corps have a knowledge base to refer to as they devise equitable and efficient promotion systems. Managing a promotion system provides cadets opportunities to evaluate, counsel, coordinate, and control an important function. If handled properly, it can be a valuable learning tool. As promotions occur, cadets get to observe the immediate results of their work. Then, the real learning takes place as they are forced to live with these results.

The COC role in cadet promotions needs to begin with a review of the systems the cadets devise. While cadets would certainly learn a great deal from an unfair or badly flawed system, the results when projected over the entire cadet corps might make the cost too high. In terms of the weekly operation of the promotion systems, again, it is tempting for the COC to become overly involved. The proper course is for the COC to exert

influence on a "by exception" basis only. If internal controls break down and clearly unqualified cadets are recommended for promotion, then the COC should do something. The personal biases of the cadet leaders may also serve to undermine the system, especially if cadets decide not to play by their own rules. Again, the COC would need to exert some influence. Finally, the COC must assume the initiative regarding any promotions to the highest cadet officer ranks.

SUMMARY

You've seen how the COC's educator role differs markedly from a normal supervisory role. The actual quality of the cadet activities, while certainly important, is subordinate to the lessons learned and the leadership training received by each future officer. The key to obtaining the maximum amount of training is in the COC's approach to his/her duties. The best COCs understand the blend required between giving firm guidance at one extreme and maintaining a "hands off" policy at other times. It's a demanding job, and often a time consuming one. At nearly all detachments, the COC position is an additional duty for one of your staff instructors. This makes it even more vital that your COC receive assistance from other members of your staff.

This examination of the COC position completes our overview of on-campus military leadership training. We have covered the Leadership Laboratory program, the organization (the cadet corps) through which cadet training occurs, and the role played by the COC in guiding and supervising the entire process.

Let's shift gears now and turn our attention to the role you fill as the PAS in this process of cadet military leadership training.

PART TWO - THE ROLE OF THE PAS IN MILITARY LEADERSHIP TRAINING

Chapter Five - REQUIRED PAS ACTIVITIES INVOLVING CORPS TRAINING

The proper role of the PAS with respect to corps training is a complex one requiring careful examination. As with the COC, a rigid unvaried approach simply will not fill the bill. From a strictly organizational viewpoint, the PAS is, of course, ultimately responsible for all detachment activities, including corps training. He/she is also the COC's reporting official. The degree of direct PAS involvement in cadet corps activities can range widely from immediate and on-the-spot, to a seemingly detached and unconcerned interest level. This wide range of behavior is the result of the delegation of training activities to the COC or the cadets.

There are some activities which the unit commander is required, by regulation or policy, to handle directly. Many of these would seem quite naturally to fall on the shoulders of the PAS. Others, you might not have expected to see. Whatever the case, an awareness of these activities certainly won't diminish your effectiveness as a commander.

In this chapter we will be addressing those activities required of the PAS which relate directly to cadet military leadership training. These requirements fall into three broad categories. First are those activities which flow from established detachment policy and personnel decisions. Next are some PAS actions which directly impact on cadet corps planning for the upcoming semester. Finally, we'll review the PAS activities which play a direct role in the conduct of the Leadership Laboratory program.

DETACHMENT POLICY AND LEADERSHIP TRAINING

The unit commander has four specific requirements in terms of establishing detachment policies or assigning additional duties which impact on the Leadership Laboratory program. Let's quickly cover them.

--Leadership Laboratory Grade Input

Each cadet's performance in laboratory may impact on his/her AFROTC grade. It's up to the unit commander to decide if there will be an input, and if so, how much. Chapter 3 of AFROTC Reg 53-2 requires that if used, the percentage must be the same for all the courses in the GMC segment, and another, possibly equal percentage must apply for all the POC courses. Furthermore, the PAS must insure that the COC does not rely only upon evaluations written by cadets to compute the Leadership Laboratory grade.

(2:3.5-3.6)

--Selecting the COC

The unit commander must select the COC from among the detachment's officers. Air Force ROTC policy requires that newly selected COCs have at least one year of experience at the unit. Exceptions are permitted in special cases such as when a unit experiences a complete turnover in officer personnel, or for a new officer whose most recent assignment primarily involved military training. We will address this selection at greater length in the next chapter.

--Assistance From Other Staff Members

The unit commander may designate other officers and NCOs to assist in guiding and supervising the cadet corps on an "as needed" basis. (2:4.3)

--Saluting

Each detachment commander must establish written policy on rendering the hand salute. (2:4.12) This policy might address what portions of the campus (if any) are covered areas, or define the rules for an indoor drill area. Each detachment's rules should conform as nearly as possible to AFM 50-14.

THE PAS IMPACT ON CADET CORPS PLANNING

The unit commander has three requirements, appearing in chapter 4 of AFROTC Reg 53-2, which go a long way toward shaping the direction of cadet corps each term.

--Selecting the Cadet Corps Commander

The final choice of the new cadet corps commander for the following term must be made by the unit commander. In the words of the regulation, the choice is made "upon the recommendation of the COC." (2:4.8) This is logical, since hopefully, the COC has been working fairly closely with the potential cadet commander. While some exceptions exist, the cadet commander will nearly always serve during his/her AS 400 year. (2:4.8)

--Presenting A Mission Directive

The new cadet corps commander needs some ground rules and specific taskings before he/she begins planning for the next school term. This information is presented by the unit commander in the form of a mission directive. It's no secret to any PAS that the COC invariably writes the mission directive, so save yourself some work. Make sure, though, that the COC includes the six specific taskings required on page 4-1 of AFROTC Reg 53-2. These taskings include items like insuring cadet corps activities support the Leadership Laboratory goals, developing a corps organizational chart, preparing written job descriptions, etc.

--Appointing and Rotating Cadets

The unit commander must establish a written policy for an equitable appointment and rotation system. (2:4.8) This policy,

stated in a Detachment Operating Instruction (see The Commandant of Cadets' Handbook, Vol I, page G-1 for a sample) will establish specific COC and cadet corps commander responsibilities. It will also state the frequency of job rotation and any local guidelines for assigning position.

DIRECT PAS INVOLVEMENT IN LEADERSHIP LABORATORY

The unit commander has three specific taskings involving the actual laboratory operations.

--Measuring Goal Accomplishment

As described earlier, the COC is responsible for ensuring accomplishment of the Leadership Laboratory goals. As a means of support and verification, the unit commander is responsible for ensuring that procedures exist to measure course goal accomplishment for individual cadets. Chapter 4 of AFROTC Reg 53-2 further stipulates that with COC guidance, the cadet staff will implement and administer a program for tracking the accomplishment of goals. (2:4.2)

The system itself is broken into three segments. One consists of a training card for each cadet. A second involves the file copies of the evaluation instruments. The last segment includes a variety of documentation ranging from copies of orders to counseling records. (2:4.2) The unit commander's concern is in making sure the system adequately tracks cadet training and that it is properly documented.

--AS 100 Orientation Session

Each year the PAS is required to personally conduct an orientation session for all AS 100 cadets. (2:4.1) Normally, this is done at one of the first few Leadership Laboratory periods in the fall term. However, if the unit commander also teaches the freshmen cadets, it may be done during the academic class. The main purpose is to inform and positively motivate cadets toward the AFROTC program. Among the items that should be covered are the AFROTC objectives, standards of appearance and conduct, the AFROTC course goals, and the benefits/opportunities of an Air Force career. If handled properly, the orientation session should serve to inspire most cadets to learn more about the program. Conversely, if 50 percent of the freshmen immediately drop the course, maybe you should consider a different approach next year.

--Leadership Laboratory Lesson on Fraternization

During the last half of their AS 400 year, cadets spend 14 hours of Leadership Laboratory time covering the Initial Commissioned Service lesson curriculum. One lesson included in this block of instruction is concerned with fraternization. Current AFROTC policy requires each unit commander to teach this lesson. Having the PAS teach the lesson serves to emphasize to the cadets the importance of the subject matter. The policy further

stated that the lesson would be the final one taught in that block of instruction. Perhaps this way, you have a better chance to make a lasting impression on the cadets.

The lesson plan itself includes a complete list of instructor references. (5:4.71-4.84) You can supplement your presentation with some case studies they have provided. Often, examples you've witnessed in your own career will have the strongest impact on cadets.

SUMMARY

In this chapter we've reviewed the three broad categories of action required of the PAS with respect to the corps training program. Generally, the items you are directly tasked to deal with involve either basic policy issues, or specific lessons which require extra special emphasis. As important as your required duties are, the degree of success in your laboratory program depends in large measure on a separate issue. The cornerstone of a sound laboratory program is often found in the type of relationship between the PAS and the COC. This is the topic of our next chapter.

Chapter Six - THE FAS/COC RELATIONSHIP--SOME PHILOSOPHY

You might expect to receive a large amount of guidance in this area. Unfortunately, you are just not provided with very much. The probable reason for this centers on the feeling that the FAS/COC relationship is not very different from any other supervisor/ subordinate relationship in the Air Force. The great bulk of guidance available to you is concerned with the COC/Cadet Corps relationship. In Chapter four you were treated to a fairly detailed discussion of that issue. It is also addressed at great length in the Commandant of Cadets' Handbook and in AFROTC Reg 53-2, Chapter 4. While one paragraph in the COC's Handbook does mention COC and FAS values as an item to square away before the semester begins, (4:36-37) there are no other direct references.

The potential problem areas between a FAS and COC are very similar to the situation which the supervisor of a large organization faces when his/her boss works right next door. Now, perhaps it should suffice for the unit commander to understand that the unique COC/Cadet Corps relationship has direct implications on the character of the FAS/COC relationship. However, many officers experienced in providing cadet military leadership training sense that this alone is not enough. It may be that you can better secure your authority as a FAS by carefully considering this complex relationship.

This chapter, then, is an attempt to fill that perceived vacuum. Our plan of attack will be first, to see how you can establish a good working relationship with your COC. Next, we'll view the process of reaching some common agreement with your COC on the basic conduct of your unit's corps training program. Finally, some free philosophy will be provided for your consideration in the form of a proposed approach and attitude towards your COC and corps training. Keeping in mind our ultimate goal of producing better prepared and higher quality second lieutenants, let's begin to examine the FAS/COC relationship.

FOUNDATIONS OF A GOOD WORKING RELATIONSHIP

The act of selecting which officer will serve as your unit's COC is certainly a logical place to begin this process. In chapter five we discussed the direct guidance that headquarters has provided on this matter. Beyond this, and some consideration of the individual desires of your staff, you'll no doubt hear some discussion as to which Aerospace Studies year the COC ideally should teach. It really depends on the experience of the people you ask, as good arguments can be made for all four courses. Those who advocate AS 100 or 200 often stress the advantages of teaching GMC cadets. They point out that the COC can then get an immediate critique of how well the FOC cadets are doing as the corps leaders. They also feel that this COC can improve GMC

retention. He/she can deal directly with the frequent concerns of GMC cadets because of his/her familiarity with the laboratory program.

Arguments for having the COC serve as the AS 300 instructor center on two issues. First, the junior year instructor gets to know all the FOC cadets, because they all will have taken his/her course. Second, the leadership/management curriculum of the AS 300 year relates directly with most Leadership Laboratory activities. The COC can reinforce the academic lessons learned in class with the cadet's practical experience in the cadet corps.

There is one particularly strong advantage in having the COC serve as the AS 400 instructor. With this set up, the COC has frequent contact with those cadets who are leading the cadet corps. In reality, however, a laboratory program can be a strong one no matter what year the COC teaches. A wise COC will compensate for not teaching the other AS years by sharing information with all the unit officers.

--Your Philosophy of Corps Training

Once you have selected your COC, it's important to develop and share your beliefs about corps training. There are many things you might look into and questions you should ask. What do you want to see the cadets gain from the laboratory program? Have you had some good or bad experiences with recent ROTC graduates that have greatly influenced your beliefs? Do you have certain impressions of Leadership Laboratory, perhaps based upon your own precommissioning program? Does your operational experience convince you that certain aspects of leadership training are more valuable for our future officers and need greater emphasis than others? Ideas along these lines can help you determine just what you would like to see Leadership Laboratory accomplish.

Once you are comfortable with your own philosophy about AFROTC leadership training, get together with your COC. Take time to explain your ideas. Outline what you expect to see the cadets learn. Describe the skills, behavioral traits, and character you expect each cadet to have acquired by commissioning day. Discuss what you feel is proper for the program and what things Leadership Laboratory should not include. Answer any questions the COC may have, and now assume a listening role.

--The COC's Philosophy of Corps Training

Ask the COC to explain his/her ideas about the purpose of leadership laboratory. If the COC already has a year of experience in the position, he/she will have developed some preferences. Ask the seasoned COC to highlight some approaches that have worked nicely or others that have failed with the cadet corps. Even a new COC will come into the job with active duty experiences and personal recollections of his/her

precommissioning program. Most importantly, share ideas and feelings with your COC about cadet leadership training. You are basically trying to establish an open, positive working relationship with your COC. It involves little more than mutual respect for each other's beliefs and experiences.

REACHING A CONSENSUS

It's vital for you to establish common ground with your COC on two broad issues. First, you both must share an appreciation of the underlying philosophy behind corps training. Upon this foundation of agreement, you can build some specific training procedures into your unit's program. Second, you must make clear what your position is regarding the role of the COC. Explain how you view the job, and what you expect in terms of performance. Let's look at both facets of reaching a consensus.

--The Type of Leadership Laboratory Program

At this point, you and the COC have both explained your basic beliefs regarding cadet military leadership training. You need to reach some common agreement about what your detachment's Leadership Laboratory program is going to be like. If the tone of your philosophies are in basic agreement to begin with, then this is a simple task. On the other hand, suppose you find significant differences in your beliefs about the training program? Then, it is vital that you go to great lengths to reach a consensus.

Of course, you, as the unit commander have the right (even the responsibility) to determine the proper type of military leadership training program for your unit. You certainly are more experienced than your COC. Even so, it's important to keep in mind that very few officers come into an AFROTC assignment as experts in military training. Perhaps it would be a wise policy to completely discuss and thoroughly hash out any significant differences in opinion that might exist. The hoped for result might be a synthesis of ideas of higher quality than either party's original beliefs. Consider, in the very worst case, just how effective the training program is likely to be if your officer-in-charge of cadet training has fundamental disagreements with your ideas. Even with the most loyal of subordinates as your COC, over the long haul of an entire academic year, it might be hard for him/her to maintain the level of enthusiasm needed in that position. This, in turn, could decrease the quality of your cadet leadership training program.

--Unit Commander Expectations of the COC

Just as important as reconciling divergent opinions over the tone of your Leadership Laboratory program is the act of explaining your concept of the COC's role. As it is with any new position, it's important to explain what you expect of the COC and how you will measure duty performance. Because of the

unique nature of the COC position, and the proximity of the unit commander, it's important to consider two additional actions. Let's review them.

First, decide those aspects of the corps about which you expect to be consulted. Of course, these would include the required areas we reviewed in the last chapter. Most unit commanders also have other areas of concern. Some sample items include any decisions on recipients of cadet awards, information on the laboratory performance of sophomore cadets competing for POC slots, special activity planning, including scheduling social events or selecting dining-out guests, and many others. Perhaps a wise COC would consult the PAS on these types of items regardless. Considering how hectic the job of running corps training can become, it's wiser to advise the COC of your interests in advance.

Next, as you become more familiar with the cadet corps training program you'll note many areas that don't require your involvement. These might include routine cadet promotions, scheduling of cadet duties, administration of the merit-demerit program, and many other activities. Once you're satisfied what these actions are, let the COC know. You may feel confident that the COC can properly handle the tasks. You might suggest many of the activities be delegated to cadets. By doing this you will enhance the quality of military leadership training at your unit. The cadets will have more opportunities to try their own skills at tough, realistic projects. This "hands-on" experience will provide much more effective training than if you, or the COC were to micro-manage every activity.

--If You Can't Reach Agreement

What if you and the COC are unable to agree on either the overall tone of the unit's laboratory program or the role the COC will fill? The best advice is to try even harder to find common ground. A good place to start is back with the basic governing regulation. Chapter 4 of AFROTC Reg 53-2, entitled "Administering Leadership Laboratory" covers all the various aspects of the cadet corps training program. By reviewing this regulation, you may each gain some insight into the intended roles of the program and the COC.

The best time to reach agreement is before the academic year begins. If issues are left unresolved now, problems will just hit with greater impact once the school year is underway. It is much wiser to spend some extra time to resolve differences now than to have them surface later and disrupt training in progress.

As an example of how problems can occur, consider a case of unresolved differences over cadet promotion systems. The COC may simply misinterpret the degree of involvement you desire. Cadet promotions may be posted only to later find you disapprove

of them. At the very worst, embarrassment results in the cadet corps when promotions are withdrawn. At the least, strained relations develop between the unit commander and the COC. All this could have been avoided if you had both sorted out differences and gotten your act together ahead of time. If you simply can't accommodate each other's ideas, as a very last resort it might be advisable to find a different detachment officer to serve as COC. Considering you may only have one or two other unit officers to choose from, this is far from an ideal solution. If your initial choice of a COC was incorrect, however, it might be better to change now, before the school year starts. Once the school year is underway, you really want to avoid major disruptions in the detachment's administration and cadet training.

MAINTAINING A SUCCESSFUL CORPS TRAINING PROGRAM

Now that the preliminaries are out of the way, its time to look at some keys to success during the academic year. We will look at two fundamental methods you should employ. The first involves communications and the second is concerned with faith.

--Keep the Communication Channels Open

As slow paced as things may seem during the summer, once the fall term begins, the pace quickens rapidly. With teaching demands, recruiting activities, Leadership Laboratory projects, the Flight Instruction Program, and many other required duties, you may not see your staff as often as you'd like. It is especially important to maintain a dialogue with your COC. Any problems that arise in the military leadership training program need to be addressed right away. A term only lasts ten to fifteen weeks, so things can get away from you if you don't act fast. You may find it useful, as have other PASs, to schedule routine staff or special PAS/COC meetings as a means of maintaining a dialogue. (7) Also, encourage the COC to advise you of any problems identified among individual cadets. For example, a cadet may have been identified as a poor performer in laboratory. Through proper coordination with your COC you might be act in time. If the cadet is having problems, it's certainly better to deal with them now, then to be surprised with failing grades at the end of the term.

--Keep Faith in Your COC

A second factor to keep in mind is not to judge your COC's performance solely on the quality of cadet activities. Rather, the quality of cadet training is what matters. For sure, the COC should be able to explain exactly what program the cadets are working on and what they should gain from the experience. You may witness three column right movements on the drill pad, for example, which could have more easily been executed as a single column left movement. Many other larger scale activities could no doubt be handled more efficiently as well. But keep faith in your COC. As you have heard many times, mistakes--and

learning from them--are an important part of the training process. It's also important to keep the various aspects of the Leadership Laboratory program in perspective. Just as cadet mistakes are often much less critical than they seem, the same can often be said about the importance of cadet projects. The old adage in sports, "If it didn't matter who won, they wouldn't keep score" simply doesn't apply to AFROTC cadet training. The immediate success of each cadet project pales in comparison with the degree of training each cadet receives. If cadets really learn their lessons, then they will be successful on active duty, when it really counts.

SUMMARY

The idea behind this chapter is that a solid PAS/COC relationship will give your unit a better Leadership Laboratory program. We have viewed the process of selecting your COC and developing some concepts about the cadet corps training process. You saw how you can reach a consensus with your COC and why it is so important that you do. Finally, we looked at some ideas for maintaining a successful leadership training program. In the next chapter, we'll end this handbook with some additional guidance for you, the unit commander.

Chapter Seven - ADDITIONAL GUIDANCE FOR UNIT COMMANDERS

We have covered the on-campus leadership training portion of the AFROTC curriculum from three separate viewpoints. You first learned about the program's requirements and its internal functions. Then you studied the duties of the COC. In the final portion of this handbook, you learned about your role in the entire process.

This chapter is designed to provide you with some extra information which may help bring success to your military leadership training program. We'll be covering some positive and negative indicators which you might find helpful to keep in mind. Next, you'll receive some pertinent suggestions which may prove helpful to your unit. Then, we'll end with a complete listing of where to look for additional assistance beyond this handbook.

INTERPRETING DEVELOPMENTS IN LEADERSHIP LABORATORY

How can you tell if your unit is succeeding in training cadets to become military leaders? Without benefit of a crystal ball this might be a tough task. However, there are definite indicators which you and your staff can watch for in the weekly conduct of Leadership Laboratory. For those already familiar with the AFROTC program, these may seem like common sense items. Admittedly, they're designed mainly for officers unfamiliar with cadet corps training. Hopefully, they will provide each of you with some extra insight.

--Favorable Indicators

Let's see what some signs are of a smoothly running, productive training program. Normally, a successful cadet corps is led by enthusiastic and innovative FOC cadets. Their attitude will spread over the entire corps because the activities will appear worthwhile and attractive. Cadets will want to do well. Flights will hold extra practice sessions to prepare for drill competitions. The cadet color guard will have more volunteers than it needs. Cadet intramural events will be popular among both participants and spectators. Attendance at social functions will be very high from all segments of the corps.

In addition to great enthusiasm, in a solid program the cadet corps leaders will take great pride in their work. FOC cadets will willingly spend more than the required one hour per week to satisfy their corps responsibilities. On his/her own initiative, the cadet corps commander will hold weekly staff meetings.

Indicators of the very best programs might include some of the following items. Problems that develop within the cadet corps, instead of being brought directly to the staff's attention, would be handled through the cadet chain of command. Largely on

their own initiative, cadets would take part in civic and university activities. These might include supporting local scouting units, organizing blood drives, or taking part in homecoming parades. Cadets would take full advantage of the learning opportunities afforded by Leadership Laboratory. They would be fully prepared to teach other cadets any lessons they are assigned. Finally, cadets would wear the uniform with pride and uphold military customs and courtesies.

If your cadet corps performs in line with most of these favorable indicators, then your COC has truly succeeded. However, on the other side of the coin...

--Signs That All Is Not Well

In many ways, if the opposite of all the favorable indicators seems to describe your unit's corps training program, then your COC has some work to do. GMC cadets will quickly become disillusioned in an improperly run program. They are the immediate recipients of the FOC directed Leadership Laboratory programs. A large drop in GMC enrollment either during or between terms might also be attributable to a deficient laboratory program.

A program with problems tends to stagnate. Cadets participate only the minimum possible extent and don't take pride in their work. Cadet activities are poorly coordinated and no major projects are attempted. Attendance at social activities is low, often limited to a few small cliques. The COC in a program with many of these signs is definitely faced with a challenging task. Beyond that, a high GMC dropout rate, a year or two down the road, could result in probation for a marginally viable unit. That is something worth avoiding.

AN ASSORTMENT OF SUGGESTIONS

Here are six suggestions certified by some of the best minds in the business as being worthy of your consideration. Any unifying theme among these suggestions is only at the most basic level. They all relate in one form or another to cadet military leadership training.

--When the COC Needs to Act

In earlier chapters, we fully developed the idea that often, in order to give the cadets a chance to learn from their mistakes, the COC needs to maintain a hands-off policy. It doesn't take a Ph.D. to see how this line of reasoning could be invoked by a "less than honorable" COC to avoid work. Clearly, unmistakably stated, if the Leadership Laboratory course goals are not being satisfied, the COC is the responsible party. Of course, the COC must facilitate leadership training opportunities which often requires giving the cadets wide latitude. But, the COC must also provide a suitable environment and framework for training activities. Mistakes made by cadets

in the process of training do not absolve the COC of this responsibility.

--Speaking to the Assembled Cadet Corps

There are times when the unit commander or the COC will need to address the entire cadet corps. It may be during a guest speaker visitation, at a cadet awards ceremony, or many other events. Whatever the occasion, it's important to keep the make-up of your audience in mind. There are some things you could say to your AS 400 cadets that would be inappropriate for your AS 100 students. Rather than risk confusing or misleading the GMC cadets, simply tailor your remarks to the entire audience. Then get the message to the upper class cadets at another occasion.

--Crosstown and Other Cadets in Leadership Laboratory

Nearly all detachments have crosstown enrollment or consortium agreements with neighboring institutions. It can present a special challenge to provide the complete and required Leadership Laboratory program for those cadets. If only small numbers of students are enrolled from a nearby school, normally those students would attend laboratory with the host institution. When larger numbers of cadets are involved, and commuting distances are lengthy, it may be necessary to provide a laboratory program on the crosstown campus. (2:4.2)

Some special category students, basically nursing and law students, may also be difficult to schedule for Leadership Laboratory periods. Simply stated, the COC is responsible to see that these students satisfy all laboratory course goals. It can be a challenging project for the host unit cadets to set up a workable laboratory program for crosstown, nursing, or law students.

--Turbulent Policy Change

In the past, policy changes forced on AFROTC from above have had negative impacts on recruiting and cadet morale. (1:42-44) In recent years, improved long term planning has reduced turbulence in cadet accession programs. Even so, decreases in pilot, non-technical, or scientific/technical allocations can affect the level of enthusiasm in the cadet corps. It's certainly no surprise that GMC cadets become disillusioned when they find they cannot advance in AFROTC. The best advice for you and your staff is to be honest with cadets about their chances. Misleading or building false hopes is ethically questionable, and just costs too much in terms of cadet morale.

--Assisting the COC

It has been mentioned before in this handbook, but the importance of NCO and staff officer assistance to the COC cannot be over emphasized. It's not unusual to have four separate laboratory functions simultaneously in progress. Even the best COC has trouble being four places at once. Any assistance given

the COC, however, is most helpful when it is coordinated in advance. Spotty, unpredictable help, while better than none at all, isn't nearly as beneficial as it could be. If you, the unit commander, suspect the COC is not getting a full measure of needed staff support, take action. Even if it only involves watching a laboratory session for 15 minutes, the assistance can only serve to improve your Leadership Laboratory program.

--Limitations on Cadet Activities

As active as we would like our cadets to be, it's important to keep our program in perspective. Our cadets are first and foremost students and their studies must come first. If they don't earn their degree, they won't ever be commissioned. Additionally, larger numbers of students are working their way through college now, so time is even more valuable for them.

The Leadership Laboratory program has been designed so it can be completed without undue demands on the student's time. Some cadets will volunteer to be much more actively involved. However, once they have completed the laboratory requirements, many students are better advised to concentrate on their academics.

WHERE TO LOOK FOR MORE INFORMATION

As your unit conducts its cadet leadership training program, many questions often arise which just don't have a clear-cut answer. Fortunately, there is no shortage of means available to you for obtaining assistance. Here are 12 different sources which may provide you some guidance or fresh insight to come up with the proper approaches.

--By all means, check with the COC as well as your other staff members. Any of them might have the proper answer or know just where to find it.

--AFROTC Reg 53-2, Chapter 4, is concerned with the administration of Leadership Laboratory. It will not always address the specific issue you are concerned with. However, it does provide broad policy guidance to which you might be able to relate your problem. The regulation also contains 12 attachments with valuable examples and guidance.

--AFROTC Reg 53-6 deals with evaluating leadership. It describes the principles which the cadet corps evaluation system should follow.

--AFROTC Reg 45-3 is used for summer Field Training (FT). It is essential in preparing cadets to attend FT. Additionally, it can be used by the leaders of your cadet corps if they want to set up or revise their merit/demerit program.

--The Handbook for Air Force ROTC Field Training is

also valuable in preparing cadets for FT. If you want the cadets to march in a parade, it will help them plan one properly.

--AFROTC Reg 35-10 can answer most any question you may have about proper wear of the cadet uniform and insignia. There are some subtle differences between the cadet uniforms and our requirements in AFR 35-10.

--AFM 50-14 is the source of information for drill and ceremonies. All cadets should be provided a copy of this manual.

--The Commandant of Cadets' Handbook should be required reading for your COC. Volume I contains general guidance and Volume II has the instructor guides for all the required Leadership Laboratory lessons. Some COCs have found it useful to lend a copy to the cadet corps commander, at least during the planning stage for the next term.

--Recent All Units Letters must be reviewed by all unit staff members. This is the method which headquarters uses to initially communicate any policy changes. Some of these policies impact the Leadership Laboratory program.

--Your Area Commandant's office can be a valuable source of information. Often, they will provide guidance which has filtered down from headquarters. At other times, they will give you the consensus opinion of other detachments in the region.

--AFROTC/OTEC is the Leadership Laboratory Branch at headquarters. This office is always willing to work with you on any problems or questions about your leadership training program. You can reach them at (auto) 875-6584 or (commercial) 205 293-6584.

--Finally, you can always try a fellow unit commander whose detachment just might be experiencing a problem similar to yours. Maybe your colleague has already found the answer and can save you valuable time. Even if his/her suggested solution isn't ideal for your campus situation, it may give you the insight you need to solve the problem.

SUMMARY

This completes your guide to AFROTC cadet military leadership training. If this handbook has done its job, you are familiar with the contents of the Leadership Laboratory program. You should also have a better understanding of the duties and responsibilities of your subordinate who is responsible for goal accomplishment within your cadet leadership training program; namely, the Commandant of Cadets. Finally, you may have a better idea of how you fit into the entire process of developing

today's cadets into tomorrow's fully qualified second lieutenants. That process, of course, is what Air Force ROTC is all about.

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